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ABSTRACT

This publication has been prepared to assist vocational counselors in developing and implementing guidance programs designed to effectively meet the needs of students. It attempts to depict the guidance services which should be offered and gives some procedures and techniques which may be used in providing these services. The information contained in this handbook was developed in a series of workshops attended by persons currently serving as vocational counselors throughout the state and therefore represents the thinking of practitioners in the field. Although the publication was designed primarily for use by counselors, it may also help teachers and administrators to become more familiar with guidance services. Counselors desiring additional information may refer to the references listed at the end of various sections or consult the State Supervisor of Vocational Guidance. (Author)

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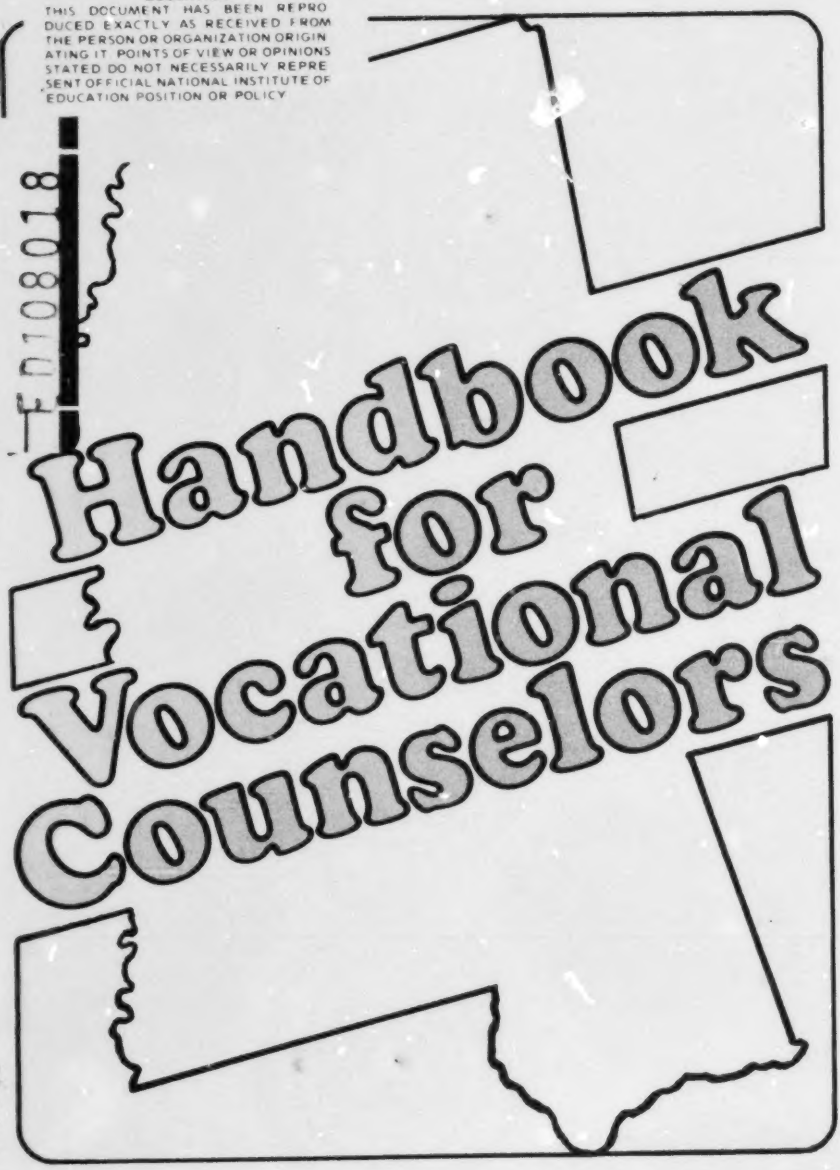

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HANDBOOK

FOR

VOCATIONAL COUNSELORS

coordinated and edited
by

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Instructional Materials
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Mississippi State University does not discriminate on the grounds of race, color, or national origin.

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Foreword

My experience in working with counselors for many years indicates that many of them tend to get involved in one or two aspects of guidance services and tend to neglect others. They often also fall victims to requests from administrators to perform tasks not related to guidance services. Consequently, they may fail to offer a comprehensive and coordinated program of services.

I believe two things will help the vocational counselors of Mississippi to overcome these conditions. First, they should refer frequently to this handbook to see that they are not neglecting any of the guidance service areas; and second, they should prepare a general calendar for the year showing when they plan to implement various aspects of the guidance program.

The general calendar should be supplemented with a more detailed calendar for each month. Involved administrators should be given a copy. Many counselors who have tried this approach indicate that it has helped to relieve them of nonguidance chores and has given them an opportunity to concentrate on vital guidance functions.

My compliments to the individuals who have contributed to this publication. May it help in the development of outstanding vocational guidance services in Mississippi.

V. S. Mann
President, Mississippi Personnel and
Guidance Association, 1972-1973
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Introduction

This publication has been prepared to assist vocational counselors in developing and implementing guidance programs designed to effectively meet the needs of students. It attempts to depict the guidance services which should be offered and gives some procedures and techniques which may be used in providing these services.

The information contained in this handbook was developed in a series of workshops attended by persons currently serving as vocational counselors throughout the state and therefore represents the thinking of practitioners in the field. Although the publication was designed primarily for use by counselors, it may also help teachers and administrators to become more familiar with guidance services.

Counselors desiring additional information should refer to the references listed at the end of various sections or consult the State Supervisor of Vocational Guidance.

Professional Requirements

Persons working as vocational guidance counselors shall meet the state requirements for certification for guidance counselors. In addition, they shall complete a three semester hour course in The History and Philosophy of Vocational Education prior to the beginning of their second year of certification.

Eligibility

Any school district which has met the requirements for establishing an area vocational center will be eligible for reimbursement of one or more full-time vocational counselors.

Assistance Available

In addition to reimbursement of counselors' salaries, the following services and materials are also available:

1. Materials prepared by the Research and Curriculum Unit for Vocational-Technical Education at Mississippi State University.
2. Funds for purchase of materials prepared by commercial publishers.
3. A listing of suggested text and reference books.
4. A listing of suggested audio-visual aids.
5. A handbook for counselors.
6. Area conferences for professional growth and guidance of counselors.
7. Conferences with individual counselors to help improve guidance services.
8. Assistance to counselors in selecting guidance materials.
9. A directory of vocational guidance counselors.

Any of the above services or materials may be received by contacting Joe McDaniel, Supervisor of Vocational Guidance, P. O. Box 771, Jackson, Mississippi 39205.

Information Service

The Information Service involves the collection, maintenance and dissemination of current educational, occupational and personal-social information. This service, which is provided to students, parents, teachers, and administrators, should facilitate informed decisions by students and interested adults through the use of informational materials.

EDUCATIONAL INFORMATION

Educational information should provide students and other interested parties with information about the school, its curriculum, facilities, procedures, and policies, as well as the wide range of available post-secondary educational opportunities. This information should assist students in making educational decisions. The counselor may diffuse various types of information to persons in the school and in the community. Counselor involvement in community affairs may open many avenues for disseminating school related information. The counselor wishing to make educational information available to the school and local community may find the following suggestions to be helpful.

Advisory and Craft Committees

The counselor should actively participate in vocational advisory and craft committee meetings and inform members of school activities including future plans.

Coordination

Meetings should be arranged with administrators and/or counselors in order to discuss common problems, share information, and compare notes relating to school concerns.

Radio and TV

Participation on local radio and TV programs is an effective means of providing educational information to the public. Stations are required by the FCC to provide a certain amount of "public interest" programming and are usually glad to assist educational institutions. Newspapers are also often willing to print stories concerning educational programs.

Newsletters

Locally prepared newsletters are useful tools in relating educational information. Newsletters may provide information to students, teachers, parents, alumni, and other interested persons.

Displays

Various types of displays are useful in creating interest and providing information. Displays may be used in stores, county fairs, public malls, etc. Qualified individuals may assist interested persons by answering questions and providing additional information.

Classroom Visitation

Counselors may inform students of available educational opportunities by speaking with them in their classes. The counselor should make a special effort to work closely with the occupational orientation teacher.

Field Trips

Visits to educational facilities may be arranged for interested students, parents, and teachers.

Slide Presentations

Slide presentations of various course offerings may be used to transmit educational information.

Student Contact

Counselors of post-secondary programs may contact students who have indicated a preference for their institution on the ACT test.

Public Relations

The school counselor is a public relations agent for his educational institution. He should make an effort to use facilities, such as radio and TV, newspapers, newsletters, and displays, in order to familiarize the public with local school activities. Counselors should also work closely with the school's publicity department and speak with civic groups concerning their school whenever possible.

OCCUPATIONAL INFORMATION

Occupational information should give students the facts needed to explore the world of work and eventually to make sound vocational choices. Many of the suggestions given for making educational information available may also be adapted for disseminating occupational information. Counselors may also consider some of the following means of informing students about occupations.

Alumni Follow-up

Former students may be contacted to determine what types of jobs are available and the requirements for success on these jobs.

Community Occupational Survey

Businesses and organizations may be contacted to determine the job opportunities available in the local community. The

information obtained may by compiled for a community directory to be used by students desiring information about occupations.

TV Programs

Students may receive a better understanding of the world of work and various occupations by selectively viewing TV programs, especially educational TV.

Resource Persons

Persons from the local community may be invited to discuss their jobs with students. Teachers and students who have worked at various jobs may relate their experiences. Tape recordings may be made of these sessions and played back on other occasions.

Field Trips

Trips to various types of organizations give students an opportunity to observe workers in their environment. Tours may be arranged, even in small communities, to places of employment, such as retail stores, restaurants and hotels, the telephone company, railroad and bus companies, garages and service stations, electric and gas companies, cleaning firms and building contractors.

Career Clubs

A career club may be formed by students who are interested in investigating various occupations and learning more about their interests and abilities.

Job Bank

This service, which is sponsored by the Mississippi Employment Security Commission, provides information concerning current job openings throughout the state. Details relating to job openings are placed on microfiche and distributed to all Mississippi employment offices. Persons interested in securing information about these jobs may use a special viewer which is available at each local employment office.

Occupational Materials

The counselor should assist teachers in securing occupational materials which relate to their subjects. Assistance in securing occupational materials should also be given to school librarians. Consideration may be given to establishing a guidance information center where pertinent guidance materials may be housed.

PERSONAL-SOCIAL INFORMATION

Personal-social information should help students to understand themselves and learn to more effectively deal with others in a variety of situations. Personal-social information includes matters, such as physical and mental health, social relationships, home and family relationships, finances, and dating. The following are some of the techniques which may be used to diffuse personal-social and other types of information to students.

Panel Discussion

A panel of students may be given the opportunity to present views concerning a particular topic. Hopefully, several points of view will be given; and those observing will be encouraged to express their opinions.

Role-Playing

Students may be encouraged to act out their feelings and attitudes in role-playing situations.

Debates

Students may debate a variety of social and personal matters.

Groups

The class may be divided into small groups from six to eight students. Group members may discuss personal-social concerns, and a spokesman for each group may be designated to report findings to the class.

Films and Filmstrips

Films and filmstrips dealing with personal-social concerns may be shown to the class, and students may be encouraged to discuss them.

REFERENCES

Audio-Visual Aides for Occupational Orientation and Vocational Guidance

Source: Joe McDaniel, Supervisor of Vocational Guidance
Division of Vocational and Technical Education
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

Suggested Text and Reference Books for Occupational Orientation and Vocational Guidance

Source: Joe McDaniel, Supervisor of Vocational Guidance
Division of Vocational and Technical Education
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

Occupational Orientation: An Introduction to the World of Work (1971)

Jasper S. Lee

Source: Research and Curriculum Unit for
Vocational-Technical Education
P. O. Drawer DX
Mississippi State, Misissippi 39762

Teacher's Edition Occupational Orientation: An Introduction to the World of Work (1973)

Norbert Johnson

Source: Research and Curriculum Unit tor
Vocational-Technical Education
P. O. Drawer DX
Mississippi State, Mississippi 39762

Film Catalog
Source: Research and Curriculum Unit for
Vocational-Technical Education
P. O. Drawer DX
Mississippi State, Mississippi 39762

Vocational-Technical Junior College Course Offerings (1973)
Source: Research and Curriculum Unit
Vocational-Technical Education
P. O. Drawer DX
Mississippi State, Mississippi 39762

Occupational Outlook Handbook
Cost: $6.25
Source: Superintendent of Documents
U. S. Government Printing Office
Washington 25, D. C. 20402

Dictionary of Occupational Titles, Volumes I and II
Cost: $12.00
Source: Superintendent of Documents
U. S. Government Printing Office
Washington 25, D. C. 20402

Educators Guide to Free Guidance Materials
Mary H. Saterstrom and Joe A. Steph
Cost: $8.75
Source: Educators Progress Service
P. O. Box 497
Randolph, Wisconsin 53956

Occupational Literature: An Annotated Bibliography (1971)
Gertrude Forrester
Cost: $15.00
Source: The H. W. Wilson Co.
950 University Avenue
Bronx, New York 10452

The Advisory Committee and Vocational Education (1969)
Cost: $1.25
Source: American Vocational Association
1510 H Street N. W.
Washington, D. C. 20005

Counseling Service

Counseling is concerned with assisting students to become more fully functioning individuals. Self-exploration by students should lead to better self-understanding and thus enhance their ability to make decisions and resolve problems. The counselor must be genuinely interested in students in order to establish an atmosphere of trust where students may speak freely about matters of concern. Since counseling is such an important aspect of guidance, a major portion of the counselor's time should be devoted to this activity.

Counseling should not follow routine steps; instead, it should be a dynamic and flexible process which is different for each person. Each counselor should work in a manner which is uniquely his own. Therefore, procedures used to accomplish counseling objectives will depend upon the counselor, the educational setting, and the needs of the individual student.

GROUP OR INDIVIDUAL

Counseling may be conducted with students either individually or in a group. Individual counseling centers exclusively on the individual. It provides the student with one of the few instances in school where the focus of attention is solely on him, his dreams and aspirations. Group counseling is designed to help students increase their self-understanding and self-acceptance and to improve their ability to relate to others. Hopefully, participation in a counseling

group will lead students to a better understanding of the causes of problems and how to best solve them. Group counseling also gives students an opportunity to see how their peers, as well as adults, react to them.

PROCEDURES

Counselors should attempt to create conditions in the school which encourage students, teachers, administrators, and parents to utilize counseling services. Consideration of the following factors may assist counselors in establishing these conditions and in maximizing the effectiveness of the counseling program.

Be Available

The counselor should be available for consultation with students as much as possible. The guidance office should be open at all times during school hours, and a responsible person should be aware of the counselor's whereabouts should he be needed.

Review Attendance Records

The counselor should review attendance records and discipline cases so that individual conferences may be arranged with students who might benefit from counseling.

Know Students by Name

The counselor should attempt to learn the names of students so that they may realize that he is interested in them and may be more likely to consult him.

Contact Students

The counselor should find ways to contact students if they do not come to his office. Contacts may be made with students during homeroom and library periods, and through student activities, or chance meetings around the school.

Encourage Consultation

The counselor should encourage teachers, administrators, parents, and others who influence the lives of students to consult him about student-related concerns.

Understand School Operation

The counselor should familiarize himself with the overall school operation so that he may better recognize and understand the problems of students.

Do's and Don'ts in Counseling

- Don't talk too much - do listen.
- Don't scold - do take a positive approach.
- Don't use your job to build your ego.
- Don't talk down to students.
- Do have patience.
- Do cultivate a sense of humor.
- Do be scrupulously honest.
- Do respect the teachers.
- Do assist the pupil in realistic self-appraisal.
- Do encourage the choice and successful completion of a scholastic program that is consistent with the pupil's abilities and that will lead to the widest possible choice of post-high school opportunities.
- Do assist the pupil in adjusting to the scholastic, social, and personal demands of his school life.
- Do keep the same client from entrance through graduation.
- Do be available.
- Do make your office attractive.
- Do keep confidences.
- Do be respectful.

REFERENCES

Therapeutic Psychology (1968)
Lawrence M. Brammer and Everett L. Shostrom
Cost: $10.50
Source: Prentice-Hall, Inc.
Englewood, New Jersey 07632

Fundamentals of Counseling (1971)
Bruce Shertzer and Shelley C. Stone
Cost: $9.95
Source: Houghton Mifflin Company
2 Park St.
Boston, Massachusetts 02107

Beyond Counseling and Therapy (1967)
Robert R. Carkhuff and Bernard G. Berenson
Cost: $8.50
Source: Holt, Rinehart, and Winston
383 Madison Avenue
New York, New York 10017

Group Service

Counselors and teachers may provide a variety of services to students through the use of groups. Working with students in groups not only conserves the counselor's time but also provides peer interaction which is not possible in a one to one relationship. The counseling group has already been discussed in connection with the counseling service. Listed below are other areas in which group activities are often used in schools. These groups, with the exception of perhaps the problem-oriented group, are usually classroom size.

ORIENTATION

This group should help students to become acquainted with a new school environment. Students may learn about school-related factors, such as guidance services, course requirements, student activities, physical layout of the school and traditions.

EDUCATIONAL GUIDANCE

Students participating in this type of group may learn about the courses offered in school and the educational opportunities available upon graduation. Information concerning loans and scholarships may also be related to students.

VOCATIONAL GUIDANCE

This type of group is designed to assist students in broadening their horizons concerning available occupational opportunities.

Students should be encouraged to evaluate their interests and abilities as they relate to success in a variety of occupations. Various types of tests and inventories administered to students may be interpreted in vocational guidance groups.

GUIDANCE COURSES

Occupational orientation courses are taught in many schools throughout the state. Counselors in schools where such a course is taught should assist the teacher in securing proper materials and in implementing a guidance point of view in the classroom. In schools which do not provide such a course, the counselor may want to establish a short course designed to help students with personal and vocational concerns.

PROBLEM-ORIENTED GROUP

This type of group consists of students who have been brought together to discuss a specific common problem. For instance, underachievers may be brought together to discuss their scholastic attainment. Such a group may develop into a counseling group.

REFERENCES

Group Counseling (1970)
Merle M. Ohlsen
Cost: $8.00
Source: Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017

Group Guidance: A Critical Incidents Approach (1968)
George M. Gazda and Jonell H. Folds
Cost: $6.50
Source: Parkinson Division, Follett Educational Corporation
1010 W. Washington Blvd.
Chicago, Illinois 60607

Group Instruction Handbook for Vocational Agricultural Teachers (1972)
Geral B. Kennedy and T. J. Honeycutt
Cost: $4.45
Source: Vocational Instructional Service
Texas A & M University
College Station, Texas 77843

Teacher's Guide to Group Vocational Guidance (1971)
Bruce Shertzer
Cost: $5.55
Source: Bellman Publishing Company
P. O. Box 172
Cambridge, Massachusetts 02138

Planned Group Guidance (1961)
C. Gilbert Wrenn, Richard G. Hein, and Shirley Pratt Schworzrock
Cost: $2.50
Source: American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Appraisal Service

The Appraisal Service should seek to provide information about the student which will enable him to understand himself and to function effectively in his environment. Administrators, teachers, and counselors may use appraisal information in getting to know students and in helping them with their concerns. Both test and non-test techniques are included in the Appraisal Service.

TESTS AND INVENTORIES

The testing program of any school should be specifically designed to meet the needs of its students. Every test or inventory should be administered for a purpose which is known by students, teachers, administrators and counselors. The results of testing should be used if the program is to be justified. Counselors may utilize test results in conjunction with individual and group counseling to assist students in gaining better self-understanding. Tests may also be used to help students arrive at educational and vocational decisions, as well as to provide background information for teacher and parent conferences.

Instruments, such as scholastic aptitude and achievement tests are often administered to all students regardless of their individual goals, needs, or specific circumstances. These instruments provide basic information which is needed by both students and school personnel. Other instruments, such as interest and personality inventories and special aptitude tests, are given as needed.

Types of Instruments

The following are brief descriptions of the type tests and inventories commonly used by counselors.

Interest Inventories

Interest inventories indicate activities or occupations in which a student may be interested. These instruments should help the student confirm his stated interests, as well as reveal areas which might otherwise be overlooked. Interest inventories should never be used as the only index of interest but should be evaluated in conjunction with other indicators of interest.

Scholastic Aptitude Tests

Scholastic aptitude tests, also referred to as "intelligence," "academic ability," and "mental ability" tests, are used to give a rough estimate of a student's ability to learn from books or from tasks performed in school. They help to pinpoint differences in the pupil's measured abilities and subject matter achievement.

Achievement Tests

Achievement tests are designed to measure the outcomes of instruction or the progress which students have made in attaining proficiency in various subject matter areas. These instruments should help determine the strengths and weaknesses of students in various subjects, as well as the effectiveness of instruction.

Special Aptitude Tests

Special aptitude tests help to measure special abilities which students may possess in various areas, such as mechanical, clerical, musical, and artistic aptitudes. These instruments should help the student evaluate his own skills in relation to those needed in a variety of occupations.

Personality Inventories

Personality inventories are designed to assist the student toward better self-understanding and to pinpoint areas of concern. These inventories are used by many counselors in conjunction with individual and group counseling.

Factors in Test Selection

Certain factors should be considered in the selection and use of various instruments. Brief descriptions of these factors are given below.

Reliability

Reliability refers to the consistency of measurement or the degree to which a student would obtain the same score if the test were readministered.

Validity

Validity, the most important single attribute of a test, indicates the extent that a test predicts or measures what the test constructors say that it will measure.

Standardization

Tests are standardized when uniform procedures for administering and scoring have been established so that testing conditions are as similar as possible whenever the instruments are administered.

Norms

A norm is the average or normal performance. In order to be reasonably certain that the average performance is being determined, tests should be given to a large representative sample of the types of subjects for whom the tests are designed.

Practicality

Tests chosen for use in the schools should be suitable for the program in terms of costs, time limits, and ease of scoring and interpretation.

NON-TEST TECHNIQUES

Test and inventory results, although important, do not provide all of the information which may be helpful to administrators, teachers, and counselors in working with students. The following non-test techniques should provide school personnel with much valuable information concerning students.

Rating Scales

Rating scales usually consist of a list of descriptive words or phrases which are checked by the rater. General rating scales are completed by teachers and/or counselors, while self-rating scales are completed by the student.

Cumulative Records

Cumulative records should contain a student's personal data information, such as parentage, birthplace and date, medical record, academic performance, and standardized test results. Teachers and counselors often use this information in order to better understand students and help them in adjusting to school. Information gained during counseling sessions and subjective observations should not be included in the cumulative record but should be placed in a confidential folder.

Questionnaires

Student questionnaires usually contain information relating to the student's home, family, interests, abilities, hobbies, study habits, etc. These instruments provide information which helps in completing school records and provides counselors and teachers with background information.

Autobiographies

Autobiographies may inform teachers and counselors of the behavior of students and give them some insight into their attitudes and emotions. Students may gain self-knowledge through interpreting their autobiographies. Either unstructured autobiographies, which are written in free-essay form, or structured autobiographies, which are written in response to specific questions or in an outline form, may be used.

Anecdotal Records

Anecdotal records consist of objective recorded descriptions of the behavior of students in a variety of settings. The recorder may interpret the behavior and give recommendations for future action. The information obtained in anecdotal records should help teachers, administrators, and counselors to better understand and more effectively deal with students.

Case Studies

The case study summarizes data about the student which has been gathered from a variety of sources, including all the previously mentioned appraisal techniques. It seeks to present a cumulative picture of the student's total personality and the factors which influence his actions. The case study should assist teachers and counselors in understanding and helping students.

REFERENCES

The Seventh Mental Measurements Yearbook, Volumes I and II (1972)
Oscar Krisen Buros
Cost: $55.00
Source: The Gryphon Press
220 Montgomery St.
Highland Park, New Jersey 08904

Test Scores and What They Mean (1971)
Howard B. Lyman
Cost: $6.95
Source: Prentice Hall, Inc.
Englewood, New Jersey 07632

Psychological Testing (1968)
Anne Anastasi
Cost: $9.95
Source: The Macmillan Company
866 3rd Avenue
New York, New York 10022

Using Tests in Counseling (1971)
Leo Goldman
Cost: $8.50
Source: Appleton-Century-Crofts
440 Park Ave., South
New York, New York 10016

Techniques of Counseling (1964)
Jane Warters
Cost: $8.95
Source: McGraw-Hill Book Company
330 W. 42nd St.
New York, New York 10036

National and State Testing Programs — Mississippi Schools (1972)
Source: Clyde Hatten
Supervisor, Guidance Services
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

Additional information concerning establishing a testing program may be obtained by writing:
Joe McDaniel
Supervisor of Vocational Guidance
Division of Vocational and Technical Education
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

Placement Service

The Placement Service is an integral part of the guidance program. Placement is designed to help students select suitable programs for continuing their education and to secure employment upon completing their schooling. Counselors should therefore emphasize both educational and job placement in their schools.

EDUCATIONAL PLACEMENT

Educational placement is a continuous process which extends throughout a person's educational experiences. Adequate resources and assistance at all educational levels should be available to help students in educational planning. The vocational counselor should assist teachers, fellow counselors, and administrators in providing students with experiences which should lead to appropriate educational placement.

Elementary School

Students in the elementary school should become aware of the world of work and develop positive attitudes toward work. The counselor may assist the elementary school staff in accomplishing these goals by serving as a resource person and providing materials relating to personal and vocational development.

Junior High School

Students should be encouraged to take a variety of courses which will help them explore as many occupational areas as possible. The counselor may assist the school staff in providing career information to junior high students.

Senior High School

The counselor should inform students of courses required for graduation and help them in planning their overall school program. The courses selected by students should provide the skills necessary for entry level employment upon graduation or entry into vocational-technical or other college programs.

Junior College

The junior college counselor should assist students in their articulation from high school to junior college and from junior college to additional advanced training.

JOB PLACEMENT

Counselors should provide assistance to students in obtaining part-time and full-time employment and aid them in making a smooth transition from school to the job. The school has just as much of an obligation to help students obtain employment upon graduation as it has to assist them in securing additional training. The counselor may advise students in obtaining employment by emphasizing the following information.

Sources of Employment Information

Students should become familiar with agencies which may assist them in obtaining employment. These agencies include:

- State Employment Service
- Private Employment Agencies
- Civil Service
- Vocational Rehabilitation

- Veterans Administration
- College Placement
- Research and Development Center (Jackson)
- Chamber of Commerce
- Civic Clubs
- Industrial Developers
- Professional Associations
- Trade Associations
- Labor Unions

Applying for a Job

Counselors should assist students in developing skills in applying for jobs through emphasizing the following:

- Correct procedures to follow in interviewing for a job should be demonstrated through lectures, films, and role-playing.
- Each student should learn how to correctly fill out various types of applications for jobs.
- Students should develop an appropriate resumé prior to graduation. (See Appendixes A and B)
- Letters of job application should be written by all students.

Personnel Records

Student records, which may assist the counselor in providing placement services, should be kept up-to-date. The records should consist of teacher evaluations, test and inventory profiles, resumés, and personal data sheets.

Industrial Contacts

The counselor should be familiar with all industries and businesses in his school district which may possibly employ graduates. A personal working relationship should exist between

the counselor and personnel directors or individuals responsible for employment. In addition, the counselor should have an up-to-date file of the types of jobs available in the community. This file should be compiled through the coordinated effort of counselors and teachers. The following suggestions may assist the counselor in establishing and maintaining contacts with industry.

- Industrial surveys should be made to develop a listing of jobs in the community and to determine present and future labor needs.

- Visits to major industries and businesses in the community should be made every six months.

- A prospect list containing names, addresses, ages, work experience, etc., of all graduates should be mailed to all local businesses and industries.

- A prospective list of employers who are seeking employees should be maintained for student use.

- Career Days should be scheduled when all potential employers are invited to the school to interview graduates.

REFERENCES

Guidance in Action (1970)
Chapter 7, pp. 135-163
Kenneth U. Gutsch and John D. Alcorn
Cost: $7.95
Source: Parker Publishing Co.
West Nyack, New York 10994

Fundamentals of Guidance (1971)
Chapter 13, pp. 373-392
Bruce Shertzer and Shelly C. Stone
Cost: $9.95
Source: Houghton Mifflin Company
2 Park St.
Boston, Massachusetts 02107

Merchandising Your Job Talents (1969)
Source: Mississippi Employment Security Commission
P. O. Box 1699
Jackson, Mississippi 39205

Career Development — Job Placement (1969)
Cost: $1.65
Source: Curriculum Laboratory
Department of Vocational-Technical Education
Graduate School of Education
Rutgers University
4103-Kilmer Campus
New Brunswick, New Jersey 08903

Evaluation and Follow-up

EVALUATION

The primary purpose of evaluation is to help determine if the total school program is adequately meeting the needs of students. The results of evaluation may be used to improve the guidance program so that inappropriate techniques and functions may be replaced by new services, while appropriate services presently being offered may be improved and continued.

Establishing Objectives

The first step in evaluation should be the establishment of objectives. One must determine what is to be accomplished in an educational program before he can measure the program's effectiveness. Administrators, teachers, students, and parents should be encouraged to give suggestions concerning objectives to be accomplished.

Areas to Include

The service areas covered in this publication, which include Information, Counseling, Group, Appraisal, Placement, Referral, and Consultation, should be evaluated. Specific measurable objectives should be evaluated for each area. Whenever possible, objectives should be stated in terms of desired student outcomes.

Objectives, such as reduction in the dropout rate, which cut across several service areas should also be measured.

Approaches

Survey, experimental, and case study approaches may be used to gather data. The survey approach, which is the most frequently used, seeks to determine whether certain services are provided. However, little evidence is given concerning changes in student behavior. The experimental approach is used to scientifically determine the effectiveness of various treatments. Control and experimental groups are employed to determine whether changes in the experimental group may be attributed to the treatment rather than to chance. Although the experimental approach is probably the most effective method of measuring the efficiency of a total school program, it is also perhaps the most difficult approach to implement. In the case study approach, changes which take place in the individual as a result of exposure to guidance services are evaluated. This approach is good in that it emphasizes the individual and his growth, but it is also time consuming.

FOLLOW-UP

Follow-ups are designed to help local schools evaluate their courses of study and satisfy the requirements of the State Department of Education as provided in current national vocational education legislation.

Who To Follow Up

Vocational counselors are required to coordinate follow-ups for five years on all students who have successfully completed any authorized vocational or technical program (including adult programs classified as "preparatory"). Any student who has left any of these programs with a marketable skill prior to completion must be followed up for a period of one year.

When To Follow Up

Follow-ups are due in the State Department of Vocational Education by November 1 of the current calendar year, and should

cover the period from July 1 of the previous calendar year to June 30 of the current calendar year.

Forms

Form 0-1 is an individual follow-up form which the local school must keep on file for five years. (See Appendix C)

An IBM follow-up Form 0-1A (See Appendix D) is supplied by the State Department of Vocational Education and will arrive at the local school on or about October 1. Information on Form 0-1 must be transferred to IBM follow-up Form 0-1A.

Procedures

The following steps should be adhered to in conducting follow-ups:

- Become familiar with follow-up Form 0-1 and IBM Form 0-1A.
- Seek the aid of instructors in filling out Form 0-1 on each student in every program.
- Orient students to the purposes and procedures of follow-ups.
- Complete IBM Form 0-1A.
- Have the local director sign and send IBM Form 0-1A to the State Department of Vocational Education.
- File Form 0-1 by year, OE code, and trade title.
- File personal data forms with Form 0-1.

REFERENCES

Office of Education Occupational Titles and Code Numbers (1970)
Source: Mr. A. G. Shepherd, Jr.
Coordinator, Planning and Evaluation
Division of Vocational and Technical Education
State Department of Education
P. O. Box 771
Jackson, Mississippi 39205

Guidance Program Development and Management (1969)
Chapter 17, pp. 513-537
Herman J. Peters and Bruce Shertzer
Cost: $9.95
Source: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Guidance in Action (1970)
Chapter 8, pp. 165-186
Kenneth U. Gutsch and John D. Alcorn
Cost: $7.95
Source: Parker Publishing Co.
West Nyack, New York 10994

Fundamentals of Guidance (1971)
Chapter 16, pp. 441-467
Bruce Shertzer and Shelley C. Stone
Cost: $9.95
Source: Houghton Mifflin Company
2 Park St.
Boston, Massachusetts 02107

Referral Service

Many problems which arise in school are better handled by community agencies especially equipped to deal with these concerns. In order to more fully utilize community resources, the counselor should identify these agencies and establish a working relationship with them. He should also assist teachers, administrators and parents in selecting appropriate agencies. Listed below are some of the types of community resources which may offer assistance.

MENTAL HEALTH AGENCIES

Child guidance and mental health clinics often offer services for children and young adults with serious personal and emotional problems. County, state, and national mental health associations should be able to provide additional information concerning mental health agencies.

MEDICAL AGENCIES

Local, state, and national health offices should provide pertinent information concerning available medical services. Charitable institutions, such as the American Heart Association and the Crippled Children's Society, often provide assistance to those in need.

INDUSTRY AND LABOR

Many businesses, industries, and labor organizations offer scholarships and other services to students needing assistance.

SERVICE CLUBS

Organizations, such as the Kiwanis, Rotary, Civitans, Lions, P.T.A., etc., often sponsor projects which provide services, such as scholarships, food, clothing, and medical care to families that need help.

RELIGIOUS GROUPS

A variety of social services, such as counseling and youth group activities, are provided by many religious organizations.

YOUTH ORGANIZATIONS

The YMCA, Scouts and other youth organizations offer social and recreational programs for young people.

GOVERNMENT AGENCIES

Agencies, such as the Employment Security Commission, Vocational Rehabilitation, the Public Welfare Department, and the Armed Services, provide a variety of services which may be helpful to students.

REFERENCES

Guidance: A Developmental Approach (1967)
Chapter 14, pp. 447-474
Herman J. Peters and Gail F. Farwell
Cost: $9.50
Source. Rand McNally and Company
P. O. Box 7600
Chicago, Illinois 60680

Guidance Program Development and Management (1969)
Chapter 14, pp. 401-417
Herman J. Peters and Bruce Shertzer
Cost: $9.95
Source: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Fundamentals of Guidance (1971)
Chapter 17, pp. 468-491
Bruce Shertzer and Shelley C. Stone
Cost: $9.95
Source: Houghton Mifflin Company
2 Park St.
Boston, Massachusetts 02107

Consultation Service

Counselors should assist teachers, administrators, parents, and persons in the local community in fulfilling the needs of students. Most counselors find it impossible to fully satisfy the personal, educational, and vocational concerns of students by themselves. They may constructively use their time by serving as resource persons for those who exercise an influence upon students. Listed below are some of the consultive services which counselors may provide for the following groups.

WORKING WITH TEACHERS

Test Results

The counselor may assist teachers in interpreting test and inventory results and pupil record information.

Special Problems

The counselor may help teachers in identifying and referring students with special problems.

Guidance Materials

The counselor may assist teachers in securing guidance materials for classroom use.

Group Guidance

The counselor may work with the teacher in an effort to provide group guidance experiences for students in the classroom.

Subject Matter

The counselor may help teachers relate their subjects to the career interests of students and the world of work.

WORKING WITH ADMINISTRATORS

In-service Training

Assistance in conducting in-service training designed to implement a child-centered point of view may be provided by counselors.

Curriculum

The counselor may assist in planning the curriculum. He should encourage that emphasis be placed upon career development and affective concerns in curriculum materials.

Evaluation

The counselor may help to evaluate the effectiveness of the total school program.

Orientation

The counselor should help in planning an orientation program for new students.

Testing

The counselor should be responsible for setting up and implementing a comprehensive testing program.

Placement and Follow-up

The counselor should actively assist students in educational and vocational placement and should follow up these students.

WORKING WITH PARENTS

School Information

The counselors may provide parents with information concerning the course offerings and developmental facilities available at the school.

Guidance Services

The counselor may explain to parents the guidance services available and how to best utilize these services.

Development

The counselor may help parents to understand and work with their children concerning their educational, vocational, and personal development.

REFERENCES

Guidance: A Developmental Approach (1967)
Chapters 13 and 15, pp. 407-446 and 475-510
Herman J. Peters and Gail F. Farwell
Cost: $9.50
Source: Rand McNally and Company
P. O. Box 7600
Chicago, Illinois 60680

Fundamentals of Guidance (1971)
Chapter 15, pp. 416-438
Bruce Shertzer and Shelley C. Stone
Cost: $9.95
Source: Houghton Mifflin Company
2 Park St.
Boston, Massachusetts 02107

Facilities

Guidance facilities (Appendix E) should be easily accessible to persons who will be utilizing the counselor's services and should at the same time be in an area which is relatively free from noise and confusion. These facilities, especially the counselor's office and conference room, should provide adequate privacy so that counseling sessions will not be overheard, seen or disturbed. The following facilities are desirable for implementing an effective guidance program.

COUNSELOR'S OFFICE

The counselor's office should provide privacy, adequate space for counseling and consultation, a telephone, and adequate lighting, heating, and ventilation.

WAITING ROOM

This room should be large enough for the clerical staff, with waiting space for several additional persons.

GUIDANCE INFORMATION CENTER

Current materials relating to personal, vocational and educational concerns of students may be attractively displayed in the waiting room if adequate space is available.

CONFERENCE ROOM

Group counseling and testing, staff meetings and consultations, and other guidance activities may be conducted in the conference room.

STUDENT RECORD CENTER

Cumulative records and other pertinent information relating to students should be kept in the student record center. Safeguards should be initiated to insure use of the records by only authorized persons.

REFERENCE

Guidance Program Development and Management (1969)
Chapter 15, pp. 453-488
Herman J. Peters and Bruce Shertzer
Cost: $9.95
Source: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Budget

Much of the cost of guidance programs is usually absorbed in the total school budget. However, a separate annual guidance budget is desirable for the counselor to maintain an effective program. Listed below are aspects of the program which may be included in the budget.

- Salaries of professional personnel.
- Salaries of clerical personnel.
- Standardized tests and inventories to include ability, achievement, special aptitude, interest and personality measures.
- Filmstrips, career kits, books and other materials designed to assist students in personal, educational, and vocational exploration.
- Materials for poster and bulletin board displays, as well as other school activities, such as career day.
- Cost of telephones, postage, paper, supplies and other materials needed to operate the guidance office.
- Travel for counselor to workshops and conferences.

REFERENCE

Guidance Program Development and Management (1969)
Chapter 15, pp. 453-488
Herman J. Peters and Bruce Shertzer
Cost: $9.95
Source: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Professional Organizations

School counselors should seek membership in and actively support organizations designed to promote the welfare of guidance and vocational education. These organizations encourage legislatures to appropriate funds for their areas of interest. They also provide publications and sponsor workshops which enable counselors to improve their skills. Associations which counselors may consider joining are listed below:

American Vocational Association
Mississippi Vocational Association
Mississippi Vocational Counselors Association

Membership includes a subscription to the **American Vocational Journal.** Additional information may be secured by writing:

Mary McMillan
Amory High School
P. O. Box 330
Amory, Mississippi 38821

Mississippi Personnel and Guidance Association

Membership includes subscription to the **MPGA Newsletter.** Additional information may be secured by writing:

Thresea Sowell
Executive Secretary
MPGA
P. O. Box 9264
Jackson, Mississippi 39205

American Personnel and Guidance Association (APGA)

Membership includes a subscription to **The Personnel and Guidance Journal.** National Vocational Guidance Association (NVGA) and American School Counselors Association (ASCA) are divisions of APGA in which vocational counselors may be especially interested. NVGA membership includes a subscription to **The Vocational Guidance Quarterly,** and ASCA membership includes a subscription to **The School Counselor.** Additional information may be secured by writing:

American Personnel and Guidance Association
1605 New Hampshire Avenue, N. W.
Washington, D. C. 20009

Appendix A

Form MSES 514.2 JD
(5/63)

SUGGESTED OUTLINE FOR YOUR RESUME*

HEADING

List name, address, and telephone number.

PERSONAL DATA

Date of birth, marital status, dependents, draft status, height, and weight.

OCCUPATIONAL INTEREST AND GOAL

Specify the kind of job or field of work you want. If your background qualifies you for several jobs, list them in order of preference.
For example:
Chemist's Assistant or Laboratory Technician

EDUCATION

1. High School -- name, location, and special courses if significant to objective.
2. College -- name, location, major subject, degree and date received.
3. Graduate Schools -- name, location, major subject, degree and date received.
4. Additional training (specify).
5. Courses directly related to your occupational choice (list in detail if your work experience is limited).
6. Other -- include internship, scholarships and honors, and extracurricular activities as appropriate to employment objective.

PROFESSIONAL CERTIFICATES OR LICENSES (List by State, type, and date of expiration).

WORK HISTORY

Note: Organize major or more significant periods of work experience of your resume by jobs in inverse chronological order as indicated in "A" below. Minor or less significant periods of experience may be summarized by functions as indicated under "B" below.

A. By job (List your jobs in inverse chronological order, giving the following for each job.)

Employer, address, nature of business, position you held, name and title of supervisor, dates of employment, rate of pay and reason for separation.

Job duties -- tasks performed, emphasizing those requiring the highest degree of skill and judgment. Indicate specialization and any duties beyond your regular assignment. Include any special tools, instruments, or equipment used and the degree of skill involved.

Scope of responsibility -- tell how many persons you supervised if you held an administrative post, and to whom you were responsible.

Accomplishments -- outline any outstanding results achieved. If possible, give concrete facts and figures.

B. By functions (For minor or less significant work experience, summarize such experience by listing the functions you performed in the order of their significance to your interest or job objectives. Relate this experience to your occupational interest or goals.)

MILITARY EXPERIENCE

Length of service, branch of service, duties performed (list major assignments detailing those pertinent to your occupational interest and goal.)

MISCELLANEOUS INFORMATION

Languages -- speaking, reading, writing ability
Special skills -- typing, stenography, operate business machines, drive car, etc.
Professional contributions and achievements -- publications, membership in civic, fraternal, and other organizations; and inventions, patents, etc.

REFERENCES

(List three references giving name, address, telephone number, and occupation of each.)

*Mississippi Employment Security Commission Printed With Permission

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Appendix B

Form MSES-514.3 JD
(5/63)

SAMPLE RESUME*

Name: John P. Doe
Address: 1355 Marshall Street, Jackson, Mississippi
Phone No.: FE 2-0000

PERSONAL DATA

Date of Birth: August 8, 1932
Marital Status: Married, 3 children
Draft Status: IV (service obligation complete)

Height: 5 ft. 10 in.
Weight: 165 lbs.

OCCUPATIONAL INTEREST AND GOAL

Outside selling - prefer the wholesale food line
Will accept any related type of selling

EDUCATION

Hatley High School, Hatley, Mississippi, May, 1947
Two years - Mississippi State University, 1947 - 49, major subject: Marketing

WORK HISTORY

General Foods, 1335 Lynch Street, Memphis, Tennessee, six years (January 1956 to February, 1962) District Salesman: Sold food products to retail outlets in southwest Tennessee and northwest Mississippi, and called on retail grocery stores in the area to sell General Foods and help arrange displays. Last two years assisted sales manager in training new salesmen. Chosen "Salesman of the Year" in 1961, with sales volume of $425,000. Supervisor was W. E. Smith, sales manager. Compensation - 3% commission of gross sales plus travel expenses, including car and expenses, food and lodging. The company merged with Mid-South Wholesale Company, territories were redistricted and Mid-South personnel retained, resulting in loss of job.

Russell Grocery, a wholesale grocery in Greenwood, Mississippi, three years and nine months (March, 1952 to December, 1955) Salesman: Sold food and allied products in north Mississippi and northeast Arkansas. Last two years supervised four other salesmen. Left Russell Company to accept employment with General Foods.

Ryan Barber and Beauty Supply (Septem[illegible], 1950 to January, 1952) Salesman: Sold barber and beauty supplies to barber and beauty shops in Mississippi and west half of Alabama. Left Ryan to work for Russell Grocery Company.

For seven months after leaving college, worked as manager trainee and grocery checker with Jitney Jungle. While in college, worked one year as cashier in University Cafeteria. Worked summers as cashier in Hatley Dry Cleaning Shop.

MILITARY EXPERIENCE

Army (September, 1950 to October, 1952) As Sergeant in Quartermaster Corps, issued clothing and kept inventory in section of warehouse.

MISCELLANEOUS INFORMATION

Familiar with perpetual inventories and preparation of bill of lading, type slowly but accurately, can operate an adding machine.
Member of the Jackson Sales Club and the Jeremiah Lodge No. 489 F. & A.M. Member of the Presbyterian Church and attends regularly.

REFERENCES

Rev. N. F. Jones, Pastor, Box 891, Hatley, Mississippi
J. B. Reed, Contractor, FE 5-4312, 808 North State Street, Jackson, Mississippi
W. E. Smith, District Mgr., General Foods, Inc., MO 6-8818, 1335 Lynch St., Memphis, Tennessee

*Mississippi Employment Security Commission Printed with Permission

Form No. 0-1
Voc. Ed.
Rev. Sept., 1970

INDIVIDUAL FOLLOW-UP OF ENROLLEES IN COOPERATIVE AND PREPARATORY VOCATIONAL EDUCATION PROGRAMS*

FOR LOCAL SCHOOL USE ONLY

(To be filled out and kept up to date on each student who graduated or satisfactorily completed a prescribed program or left prior to normal completion time with marketable skills)

Student _____ S. S. No. _____ *Check One:* Agriculture___; Distributive___; Health___; Home Economics (Gainful)___; Office___; Technical___; Trades & Industry___

School _____ *Check One:* Regular___ Handicapped___ Disadvantaged___

Years of Vocational Training Completed in Secondary School
Check One: One___, Two___, Three___, Four or more___

Specific Program _____ OE Code _____
(Example - Auto Mach., Agric. Mech., Retailer, Nursery School Aide, Practical Nurse, Secretary, etc.)

Months of Post-Secondary School Completed _____ *Check One:* Completed Training and Graduated _____
Left Prior To Graduation With Marketable Skills _____

Months of Preparatory Adult Training Completed _____ Date _____ 19___

Account For This Person In Only One Of The Columns Below Each Year As Of The Week Ending Nearest To October 15

Year	Left Prior To Normal Completion Time With Marketable Skills*	Status Unknown	Not Available For Employment				Employed Or Available For Employment			
							Employed Full-Time			
			In Armed Forces	Voc. Tech. Post-Secondary	Other Post-Secondary	Other Reasons	In Field Trained Or Related	In Field Not Related To Training	Employed Part-Time	Unemployed

Additional information about this student _____

*Report a person in this column only when he left the occupational program prior to normal completion time with marketable skills and is employed in a job related to the occupational program. This person is accounted for only one year.

(over)

Pertinent Information to be Kept on This Trainee
After Completing Vocational Training*

Year	Where Employed	Current Mailing Address	Civic Leadership Activities

*Give this information as of October 15 each year after student satisfactorily completes training.

Names and addresses of your next of kin who will always know your address:

_____
Name *Address*

_____
Name *Address*

Form O-1A
Voc. Ed.
Revised Oct., 1972

FOLLOW-UP OF ENROLLEES IN PREPARATORY
VOCATIONAL EDUCATION PROGRAMS
(LOCAL SCHOOL SUMMARY)
FISCAL YEAR ENDING 1973

District

School

Date Prepared----------

Signed By ----------

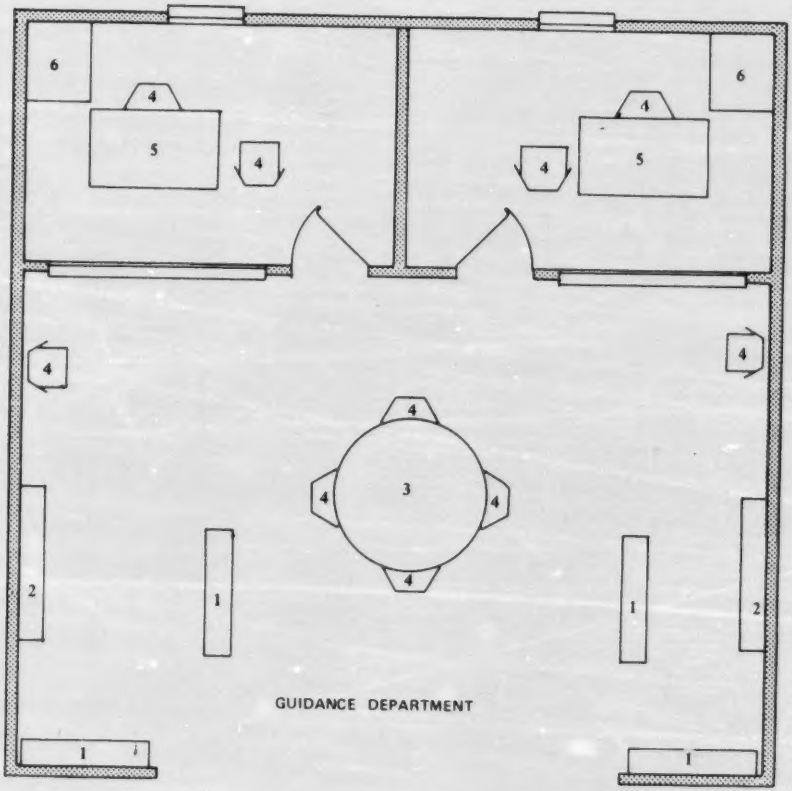
Run -- Secondary

Level -- Secondary

Group

OE Code	Occupational Classification	Type of Student	No. Completed Program Requirements	Left Prior To Normal Completion Time With Marketable Skills	Status Unknown	No. Unavail. for Placement				Number Available for Placement				
						Entered Armed Forces	Continued Study Full-Time: Voc. Tech. Post Sec.	Continued Study Full-Time: Other Post-Sec.	Other Reasons Not in Labor Force	Number Employed and/or Available	Employed Full-Time In Field Trained or Related	Employed Full-Time In other field	Employed Part-Time	Unemployed
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Total														

Appendix E



1. Magazine Rack
2. Couch
3. Round Table
4. Chair
5. Desk
6. Filing Cabinet